DOCUMENT RESUME

ED 034 825 UD 009 330

TITLE Title I ESEA: Annual Report, 1966-67.
INSTITUTION Mississippi State Dept. of Education, Jackson.
PUB DATE [67]
NOTE 38p.

EDRS PRICE EDRS Price MF-$0.25 HC Not Available from EDRS.
DESCRIPTORS *Compensatory Education, Construction Programs, *Disadvantaged Youth, Dropouts, *Educational Programs, Inservice Programs, Personnel Policy, *Program Evaluation, Statistical Data, Student Enrollment, Tables (Data)
IDENTIFIERS *Elementary Secondary Education Act Title I Program, ESEA Title I Programs, Mississippi

ABSTRACT

This report, an annual evaluation of Mississippi's Elementary and Secondary Education Act Title I program, is comprised of three sections. Section I presents a general analysis of Title I, and a description of activities and methods. Sections II and III are completely devoted to tabulations. In Section II appear tables reflecting surveys and findings covering the following areas: enrollment and average daily attendance; comparison of enrollment and average daily attendance between State norm, Title I schools and other schools; and test data. The final section encompasses statistical data relative to Title I programs, providing information on: progress of projects; in-service training of staff; new personnel (Title I); total personnel (Title I); total personnel involved in Title programs; and the physical construction of classrooms and instructional areas. [Not available in hard copy due to marginal reproducibility of original document.] (VL)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
OFFICE OF EDUCATION

THIS DOCUMENT HAS BEEN REPRODUCED EXACTLY AS RECEIVED FROM THE PERSON OR ORGANIZATION ORIGINATING IT. POINTS OF VIEW OR OPINIONS STATED DO NOT NECESSARILY REPRESENT OFFICIAL OFFICE OF EDUCATION POSITION OR POLICY.

PROGRAM REFERENCE SERVICE
CENTER FOR URBAN EDUCATION
09330 E

Mississippi - General
ED034825

ANNUAL EVALUATION REPORT

TITLE I

1966 1967

ESEA

MISSISSIPPI General DEPARTMENT OF EDUCATION

UD 009 330

PROGRAM REFERENCE SERVICE
CENTER FOR URBAN EDUCATION

ED034825

TABLE OF CONTENTS

	Page No.
Section 1 - General Analysis of Title I	1-2
Description of Activities and Methods	3-12
Section 2 - Tabular Data	
Table 1 - Enrollment and ADA Rates	13
Table 2 - Comparison of Enrollment, ADA Between State Norm, Title I Schools and Other Schools	14-17
Table 3 - Dropouts	18-21
Table 4 - Graduates from Title I Project High Schools	22
Table 5 - Test Data	23-26
Section 3 - Statistical Data	
Statistics Relative to Title I Programs	27
Table 6 - Progress of Projects	28
Table 7 - In-Service Training of Staff	29
Table 8 - New Personnel (Title I)	30
Table 9 - Total Personnel (Title I)	31
Table 10 - Total Personnel Involved in Title I Programs	32
Table 11 - Construction	33

SECTION 1

PROGRAM EVALUATION UNIT
CENTER FOR URBAN EDUCATION

GENERAL ANALYSIS OF TITLE 1 ESEA

SECTION I
GENERAL ANALYSIS OF TITLE I

Any attempt to describe the major achievements or to assess the effectiveness of Title I are, indeed, legion. There is no question but that P. L. 89-10 has already had more impact on education than any single piece of educational legislation ever drafted.

The disadvantaged children have been presented educational opportunities which would not have been available aside from Title I. (1) The employment of additional teachers to lower the pupil-teacher ratio has allowed for more individual instruction, as well as, lowering the number of children occupying a single classroom. (2) In-service training of staff has brought about a revolution in teacher attitudes, interest and understandings of how to better translate the educational objectives into anticipated outcomes for the disadvantaged children. (3) Food services have been provided which have definitely resulted in increased attendance, changes in interest, ideals and aspirations of those educationally deprived children served. (4) Title I has brought about a changed school environment through the provision of general elementary and secondary education supplies. It has allowed and provided pupils a "chance to learn" by placing materials and equipment in the classroom, heretofore unheard of in the schools of this state. These supplies and equipment have helped to change the atmosphere of the classroom to one more conducive to learning by offering the child a chance to take part, find success, and to actually enjoy school experiences. An increase in the general level of attainment has resulted from the development of these programs centered around the needs of the child.

Generally speaking, target area schools were found to be in need of programs designed to challenge and enhance the pupils on a secondary level, to complete the public school program and then find their respective place in society. Guidance and counseling services have been of tremendous value in determining the needs of the student and working together (counselor and student) to resolve the problem. The programs which provided such activities as recreation, health, food, cultural and educational were geared to help the child acquaint himself more fully with his environment and to become a happy, well adjusted member of our society.

Description of Activities and Methods

A. SEA Service to LEA's

A series of conferences were held over the state by members of the SEA, Title I, ESEA staff to discuss with the LEA's the importance of general planning, drafting of applications, developing, evaluating, fiscal and administrative, matters pertaining to projects. Guidelines were developed and mailed to the LEA's as guides to be used in evaluating projects. Numerous memos were sent out as a means of dissemination of information.

The State Department of Education, through its Title I, ESEA office conducted four regional conferences on the "Education of the Disadvantaged Children". These conferences were follow-up conferences held in Washington, D. C. in July, 1966. They had a fourfold purpose as follows: (1) The exploration and examination of approaches and ideas which may improve the quality of Title I, ESEA programs, (2) The dissemination of information concerning other agencies of local, state and federal governments and the manner in which they might cooperate in Title I, ESEA programs, (3) The explorations of the opportunities and problems that were evident to school districts which had programs that served to be outstanding in the results they produced; and, (4) The discussion of the topics dealt with in the national conferences to generate new approaches.

The SEA field staff makes routine checks with the LEA's concerning physical records, inventories, project implementation, etc. Upon request from the LEA for help, a specialist from the SEA, Title I, ESEA office

goes directly to the LEA and gives the needed individual assistance. These conferences and individual visits have proven very helpful.

B. Most Pressing Educational Needs

General Academic Achievement

1. Basically Reading: The need to raise the general academic achievement level and develop reading and language skills of the disadvantaged children. Reading and language skill centers as well as special equipment and materials have provided assistance to the new reading programs. Results of tests administered indicated that a majority of the disadvantaged children scored in the lowest ¼ of the national norm.

2. The lack of qualified teachers and general staff members to meet the educational needs of the educationally deprived children was acute. As a result of in-service training programs developed by the LEA under the supervision of University personnel, teaching techniques have improved, new ideas have been encouraged, staff members better understand the problems of the culturally deprived child and what to do about them. The use of teacher aides and other para-professionals seem to be the answer to our problem at present. These aides have relieved the classroom teacher of many of her routine chores leaving her more time to spend on individual instruction.

3. General Enrichment and Curriculum Expansion: General enrichment, curriculum revision and expansion was found to be a "must" if our educational programs are to meet the needs of the times. Through planning, many, new, improved and expanded academic programs have been developed. The addition of new equipment, facilities and supplies have created a better school environment. This has caused many of our teachers to catch a new vision and develop a renewed spirit of enthusiasm. As a result, pupils have exhibited marked improvement in their attitudes, attendance and interest in education. The end result is to reduce the dropout rate and prevent absentees. There has been a definite need to develop programs to change the negative attitudes that many of our boys and girls have displayed toward school. By the gradual enrichment of the curriculum, it is evident, by observation, that those districts doing the most in this area will have dramatic impact on this problem. The full impact of Title I on pupils in this area is yet to be felt. Pre-school programs were developed to provide educational opportunities during those formative years of early childhood for those boys and girls from situations where the incidence proverty is the greatest.

4. Reduction of Pupil-Teacher Ratio: Reduction of pupil-teacher ratio was found to be needed in many of the target area schools if the educationally deprived children were to receive the

individual attention needed to provide a basis for renewed interest in education and a more favorable and positive attitude toward society. Surveys based on target area schools indicated pupil-teacher ratios of as much as 63-1.

5. Health Services: By the use of teacher referral, Health Department checks, etc., many children were found to be in need of food, clothing, eyeglasses, medical and nursing services.

C. Most Prevalent Project Objectives

1. Reading and Language Arts
2. General Elementary and Secondary Educational Supplies
3. Food Services
4. Health and Physical Fitness
5. Equipment

D. Title I Activities and Those of Other Federal Programs

1. There have been no programs developed which have been supplemented by either Title II, III, IV, or V.
2. There have been Food Service Programs developed which served free lunches and lunches at a reduced rate. These programs have been highly successful. The director of the State School Lunch Program reports a number of outstanding projects where Title I funds have supplemented their regular lunch programs either as free lunches or lunches at a reduced rate.
3. We do not have projects where community action agencies and Title I have directly supplemented each other. We do have, however, many instances where agreements between the local

educational agency and the community action agency for special classes or services. There has been a good working relationship between the two agencies.

4. We have no programs working in conjunction with the neighborhood youth corps.
5. The LEA's have reported a very good working relationship with the job corps. The LEA's have furnished on the job training and supervised the trainees during the training period. School facilities have been used to teach the trainees in a basic education program.
6. Welfare administered programs have furnished valuable information as well as service in determining eligibility of educationally deprived children. The county welfare departments have been very helpful in determining the need for free lunches, etc.
7. There are no programs involving Title 19 of the Social Security Act.

E. Staff Development and Utilization

a. SEA

1. In-Service Training:

(a) District conferences held over state.

(b) Visits to local districts to work on individual basis in planning, implementing and evaluating projects.

(c) Recommended use of college personnel to aid the LEA's.

2. Recruitment Method:

(a) The coordinator of Title I, ESEA Programs seeks out through personal relationship qualified people in education who might be interested in coming with the State Department.

(b) The coordinator would ask for recommendations from regular staff members.

(c) The coordinator would seek recommendations from department heads in the State Department of Education of possible applicants that would be qualified for the position vacant at that time.

3. Staff Utilization:

(a) The office staff is a well organized group of educators who have had varied backgrounds in the education field. Through staff meetings, conferences, etc., each member has gained a fair knowledge of the nature of all phases of the program and is able to assist the LEA's in the overall conduct of their programs.

(b) The staff is ready to aid the LEA in the State Office or conduct "on the spot" visits to the district.

b. LEA

1. In-Service Training:

(a) In-service training programs were many and varied. Some LEA's used local staff members to conduct teacher training programs which dealt mainly with the educationally deprived children.

(b) Some used college personnel.

(c) Some used the talents of commercial concerns in demonstrating the use of equipment.

2. Recruitment Methods:

(a) Due to the shortage of trained personnel available to teach the disadvantaged children, administrators have been forced to find ways of utilizing present staff and employing para-professionals (teacher aides) to relieve the classroom teacher of many of her manual chores and allow her to spend more time teaching.

(b) Use of retired teachers on a limited basis.

3. Staff Utilization:

(a) Administrators have learned that the greater the involvement or utilization of staff, the better the job will be done.

(b) Boards of Education have found that the entire staff must be involved and informed of the community needs as well as the needs of the disadvantaged child in order to fully utilize the potential of each staff member.

(c) Many districts are using the team-teaching method to take full advantage of special training of staff members.

F. (1) Involvement of Non-Public School Children

(a) SEA - 1. When project applications come to the SEA that have non-public school children eligible to participate, we look very close to see what provision is made for them to take part in the proposed project.

(b) LEA's - 1. Many projects have provided for participation of the non-public school children during the regular school day, after school and on Saturday.

2. Programs such as library services, physical education classes and summer programs have been developed with these children in mind.

F. (2) Describe the most commonly funded projects involving non-public school children:

Library Services

Physical Education Classes

Summer Programs

G. Programs Designed for Handicapped Children

1. The SEA has encouraged the LEA's to develop activities in projects for the handicapped children in low income areas. There were ten (10) districts in the state when there were specific activities developed in their projects which made special provisions for the handicapped under Title I. Special education, speech therapy and psychological services were the most commonly used activities.

The SEA was able to give assistance in planning and drafting applications, in administrative and fiscal matters, operation of projects and in the evaluation of programs and activities in the projects. When the need arose, specialist from the state department were called in to give technical advice. The State Director of Special Education and other specialist were most helpful in these areas.

2. Most of the activities developed by the LEA's in the state for the handicapped children fell into these areas:

   (a) Special education for the mentally retarded.

   (b) Speech therapy for those having speech impairments and psychological services for children needing that service.

3. Problems Resolved

   A. There are many problems facing the state of Mississippi today but after the second year of Title I, ESEA, we are at last able to see that many of them can and will be resolved with continued efforts of all dedicated educators working hand in hand with community leaders, parents and those interested in raising the general achievement level of the children of our state.

Probably the one area where more progress has been made than any other is in <u>staffing</u> <u>and</u> <u>training</u>. The demand for teachers, specialist, professional and para-professionals brought on by Title I have been tremendous. This problem is not completely resolved but great progress has been made by in-service training and special training programs along with the use of teacher aides to relieve the classroom teacher of some of those chores he normally would be performing.

Misinterpretation of requirements by local agencies and community understanding of their responsibilities is another area where great progress has been made but by no means has this problem been resolved.

B. A major problem for the state of Mississippi and the Title I program is the late funding of the program. We have found that by the time Congress funds the program, the school year is almost half over. This works a hardship on the LEA's in planning and developing programs and activities. This problem is of such magnitude the SEA is unable to give guidance in projecting programs to meet the needs of the educationally deprived children over a long period of time.

We feel that Congress could fund the program for more than one year at a time. Unless school people know by early July what funds to expect and how to prepare the budget for the next fiscal year, it makes it almost impossible to get qualified, competent personnel to staff the program.

SECTION 2

TABULAR DATA

Table 1

Enrollment and average daily attendance rates for Title I project schools compared with all other public schools in the State.

Grade	1964-1965				1965-1966				1966-1967			
	Title I Schools		All Other Public Schools		Title I Schools		All Other Public Schools		Title I Schools		All Other Public Schools	
	Enrl.	ADA	Enrl.	ADA	Enrl.	ADA	Enrl.	ADA	Enrl.	ADA	Enrl.	ADA
1	34,438	27,275	32,778	27,852	34,219	27,901	33,039	28,205	39,906	33,386	23,755	21,254
2	30,513	25,639	30,896	27,386	30,009	25,799	29,686	26,137	36,499	31,903	22,720	20,688
3	29,842	25,429	29,723	26,618	29,700	25,738	29,395	26,206	35,020	30,861	21,849	20,143
4	28,556	24,513	28,477	25,645	28,691	25,061	28,467	25,506	34,635	30,590	21,678	20,171
5	27,730	23,863	28,028	25,285	28,065	24,498	27,517	24,793	33,615	29,717	21,294	19,826
6	26,759	23,076	26,525	24,041	26,773	23,516	26,886	24,360	32,099	28,699	20,379	19,280
7	25,943	22,480	27,409	24,353	26,492	22,994	27,415	24,668	33,015	29,181	21,141	19,436
8	23,263	20,135	24,810	22,511	23,797	20,894	25,112	22,816	29,180	25,944	19,699	18,127
9	21,063	18,034	23,189	20,968	21,854	19,133	23,384	21,092	27,390	23,859	18,887	17,594
10	18,075	15,642	21,842	19,824	18,979	16,609	20,815	18,785	24,011	20,951	16,687	15,579
11	15,273	13,284	19,849	18,206	16,202	14,396	18,448	16,844	20,158	17,811	14,203	13,240
12	12,103	10,943	17,573	16,426	13,604	12,389	17,271	15,987	17,475	15,810	12,927	12,251
Sp. Ed.	625	557	965	898	935	830	1,129	1,045	1,367	1,201	1,246	1,173
Total	294,183	250,870	312,064	280,013	299,320	259,758	308,564	276,444	364,370	319,918	236,759	218,763

In Mississippi, all Title I schools have 1/3 or more of the student enrollment participating in one or more activities.

Table 2A

This table reflects a comparison of Enrollment, ADA between State Norm, Title I Schools, and Other Schools

63-64

	State Norm			Title I Schools			Other Schools		
	Total Enrollment	ADA	% ADA	Total Enrollment	ADA	% ADA	Total Enrollment	ADA	% ADA
1	70,577	57,092	80.9	36,409	30,518	83.8	34,168	26,574	77.7
2	62,026	53,317	85.9	31,124	27,667	88.8	30,902	25,650	83.0
3	59,681	51,926	87.0	30,399	27,180	89.4	29,282	24,746	84.5
4	58,013	50,765	87.5	29,272	26,294	89.8	28,741	24,471	85.1
5	55,757	48,916	87.7	28,281	25,630	90.6	27,477	23,286	84.7
6	52,694	46,682	83.6	26,223	24,712	94.2	25,471	21,970	83.0
7	52,832	46,383	37.7	25,938	23,179	89.3	26,894	23,204	86.2
8	47,210	41,728	88.3	23,149	21,042	90.8	24,061	20,686	85.9
9	44,524	39,318	88.3	20,811	18,665	89.6	23,713	20,653	87.0
10	40,211	35,796	89.0	17,715	15,929	89.9	22,496	19,867	88.3
11	33,586	30,288	90.1	14,122	13,124	92.9	19,464	17,164	88.1
12	25,865	23,798	92.0	10,870	10,412	95.7	14,995	13,386	89.2
Special Education	1,266	1,133	87.4	464	379	81.6	830	754	90.8
Total	604,273	527,142	87.2	294,777	264,731	89.8	309,494	262,411	84.7

Table 2B

This table reflects a comparison of Enrollment, ADA between State Norm, Title I Schools, and Other Schools

64-65

	State Norm			Title I Schools			Other Schools		
	Total Enrollment	ADA	% ADA	Total Enrollment	ADA	% ADA	Total Enrollment	ADA	% ADA
1	67,216	55,127	82.0	34,438	27,275	79.2	32,778	27,852	84.9
2	61,409	53,025	86.3	30,513	25,639	84.0	30,896	27,386	88.6
3	59,565	52,047	87.3	29,842	25,429	85.2	29,723	26,618	89.5
4	57,033	50,158	87.9	28,556	24,513	85.8	28,477	25,645	90.0
5	55,758	49,148	88.1	27,730	23,863	86.0	28,028	25,285	90.2
6	53,284	47,117	88.4	26,759	23,076	86.2	26,525	24,041	90.6
7	53,352	46,833	87.7	25,943	22,480	86.6	27,409	24,353	88.8
8	48,073	42,646	88.7	23,263	20,135	86.5	24,810	22,511	90.7
9	44,252	39,002	88.1	21,063	18,034	85.6	23,189	20,968	90.4
10	39,917	35,466	88.7	18,075	15,642	86.5	21,842	19,824	90.7
11	35,122	31,490	89.6	15,273	13,284	86.9	19,849	18,206	91.7
12	29,676	27,369	92.2	12,103	10,943	90.4	17,573	16,426	93.4
Special Education	1,590	1,455	91.5	625	557	89.1	965	898	93.0
Total	686,247	530,883	87.5	294,183	250,870	85.2	312,064	280,013	89.7

Table 2C

This table reflects a comparison of Enrollment, ADA between State Norm, Title I Schools, and Other Schools.

65 - 66

	State Norm			Title I Schools			Other Schools		
	Total Enrollment	ADA	% ADA	Total Enrollment	ADA	% ADA	Total Enrollment	ADA	% ADA
1	67,258	56,106	83.4	34,219	27,901	81.5	33,039	28,205	85.3
2	59,695	51,936	87.0	30,009	25,799	85.9	29,686	26,137	88.0
3	59,095	51,944	87.8	29,700	25,738	86.6	29,395	26,206	89.1
4	57,158	50,567	88.4	28,691	25,061	87.3	28,467	25,506	89.5
5	55,582	49,291	88.6	28,065	24,498	87.2	27,517	24,793	90.1
6	53,659	47,876	89.2	26,773	23,516	87.8	26,886	24,360	90.6
7	53,907	47,662	88.4	26,492	22,994	86.7	27,415	24,668	89.9
8	48,909	43,710	89.3	23,797	20,894	87.8	25,112	22,816	90.8
9	45,238	40,225	88.9	21,854	19,133	87.5	23,384	21,092	90.1
10	39,794	35,394	88.9	18,979	16,609	87.5	20,815	18,785	90.2
11	34,650	31,240	90.1	16,202	14,396	88.8	18,448	16,844	91.3
12	30,875	28,376	91.9	13,604	12,389	91.0	17,271	15,987	92.5
Special Education	2,064	1,875	90.8	935	830	88.7	1,129	1,045	92.5
Total	607,884	536,202	88.2	299,320	259,758	86.7	308,564	276,444	89.5

Table 2D

66-67

This table reflects a comparison of Enrollment, ADA between State Norm, Title I Schools, and Other Schools.

	State Norm			Title I Schools			Other Schools		
	Total Enrollment	ADA	% ADA	Total Enrollment	ADA	% ADA	Total Enrollment	ADA	% ADA
1	63,661	54,640	85.8	39,906	33,386	83.6	23,755	21,254	89.4
2	59,219	52,591	88.8	36,499	31,903	87.4	22,720	20,688	91.0
3	56,869	51,004	89.6	35,020	30,861	88.1	21,849	20,143	92.1
4	56,313	50,761	90.1	34,635	30,590	88.3	21,678	20,171	93.0
5	54,909	49,543	90.2	33,615	29,717	88.4	21,294	19,826	93.1
6	52,478	47,979	91.4	32,099	28,699	89.4	20,379	19,280	94.6
7	54,156	48,617	89.7	33,015	29,181	88.3	21,141	19,436	91.9
8	48,879	44,071	90.1	29,180	25,944	88.9	19,699	18,127	92.0
9	46,277	41,453	89.5	27,390	23,859	87.1	18,887	17,594	93.1
10	40,698	36,530	89.7	24,011	20,951	87.2	16,687	15,579	93.3
11	34,361	31,051	90.3	20,158	17,811	88.3	14,2[illegible]	13,240	[illegible]3.2
12	30,402	28,061	92.2	17,475	15,810	90.4	12,927	12,251	94.7
Special Education	2,613	2,374	90.8	1,367	1,201	87.8	1,246	1,173	94.1
Total	601,129	538,631	89.6	364,370	319,918	87.8	236,759	218,763	92.4

Table 3A

This table reflects by grade the relationship between dropouts and enrollment expressed as a percentage for the State Norm, Title I, and Other Schools.

63-64

DROPOUTS

	State Norm			Title I Schools			Other Schools		
	Enrollment	Total	% of Total Enrollment	Enrollment	Total	% of Total Enrollment	Enrollment	Total	% of Total Enrollment
1	70,577	3,126	4.42	36,409	1,893	5.19	34,168	1,233	3.60
2	62,026	1,211	1.95	31,124	741	2.38	30,902	470	1.52
3	59,631	1,161	1.95	30,399	715	2.35	29,282	446	1.52
4	58,013	1,084	1.87	29,272	686	2.34	28,741	398	1.38
5	55,758	1,289	2.31	28,281	820	2.89	27,477	469	1.70
6	52,694	1,400	2.66	26,223	891	3.39	26,471	509	1.92
7	52,832	2,274	4.30	25,938	1,289	4.96	26,894	985	3.66
8	47,210	2,389	5.06	23,149	1,381	5.96	24,061	1,008	4.18
9	44,524	2,770	6.22	20,811	1,458	7.13	23,713	1,312	5.53
10	40,211	2,658	6.61	17,715	1,324	7.47	22,496	1,334	5.92
11	33,586	1,990	5.93	14,122	969	6.86	19,464	1,021	5.24
12	25,865	1,116	4.31	10,870	563	5.17	14,995	553	3.68
Sp. Ed.	1,296	109	8.42	464	30	6.46	830	79	9.51
Total	604,273	22,577	3.74	294,777	12,760	4.31	309,494	9,817	3.17

Table 3B

This table reflects by grade the relationship between dropouts and enrollment expressed as a percentage for the State Norm, Title I, and Other Schools.

64-65

DROPOUTS

	State Norms			Title I Schools			Other Schools		
	Enrollment	Total	% of Total Enrollment	Enrollment	Total	% of Total Enrollment	Enrollment	Total	% of Total Enrollment
1	67,216	2,800	4.16	34,438	1,920	5.57	32,778	880	2.68
2	61,409	1,355	2.20	30,513	898	2.94	30,896	457	1.47
3	59,565	1,115	1.87	29,842	736	2.46	29,723	379	1.27
4	57,033	1,160	2.03	28,556	766	2.68	28,477	394	1.38
5	55,758	1,241	2.22	27,730	825	2.97	28,028	416	1.48
6	53,284	1,474	2.76	26,759	942	3.52	26,525	532	2.00
7	53,352	2,392	4.48	25,943	1,415	5.45	27,409	977	3.56
8	48,073	2,262	4.70	23,263	1,359	5.84	24,810	903	3.63
9	44,252	2,851	6.44	21,063	1,526	7.24	23,189	1,325	5.71
10	39,917	2,693	6.74	18,075	1,372	7.59	21,842	1,321	6.04
11	35,122	2,193	6.24	15,273	1,142	7.47	19,849	1,051	5.29
12	29,676	1,206	4.06	12,103	605	4.99	17,573	601	3.42
Sp. Ed.	1,590	124	7.79	625	61	9.76	965	63	6.52
Total	606,247	22,066	3.77	294,183	13,567	4.61	312,064	9,299	2.97

Table 3C

This table reflects by grade the relationship between dropouts and enrollment expressed as a percentage for the State Norm, Title I, and Other Schools.

65-66

DROPOUTS

	State Norm			Title I Schools			Other Schools		
	Enrollment	Total	% of Total Enrollment	Enrollment	Total	% of Total Enrollment	Enrollment	Total	% of Total Enrollment
1	67,258	2,648	3.93	34,219	1,791	5.23	33,039	857	2.59
2	59,695	1,238	2.07	30,009	832	2.77	29,686	406	1.36
3	59,095	1,094	1.85	29,700	773	2.60	29,395	321	1.09
4	57,158	1,087	1.90	28,691	727	2.53	28,467	360	1.26
5	55,582	1,145	2.06	28,065	828	2.95	27,517	317	1.15
6	53,659	1,304	2.43	26,773	879	3.29	26,886	425	1.58
7	53,907	2,303	4.27	26,492	1,431	5.40	27,415	872	3.18
8	48,909	2,188	4.47	23,797	1,367	5.74	25,112	321	3.26
9	45,238	2,682	5.92	21,854	1,612	7.37	23,384	1,070	4.57
10	39,794	2,620	6.58	18,979	1,403	7.39	20,815	1,217	5.84
11	34,650	2,097	6.05	16,202	1,149	7.09	18,448	948	5.13
12	30,875	1,305	4.22	13,604	674	4.95	17,271	631	3.65
Sp. Ed.	2,064	190	9.20	935	103	11.01	1,129	87	7.70
Total	607,384	21,901	3.60	299,320	13,569	4.53	308,564	8,332	2.70

Table 3D

Reflect in this table by grade the relationship between Dropouts and Enrollment expressed as a percentage between Local Norms, Title I Schools, and Other Schools.

66-67

DROPOUTS

	LOCAL NORM			TITLE I SCHOOLS			OTHER SCHOOLS		
	Total Enrollment	Total Dropouts	% of Total Enrollment	Total Enrollment	Total Dropouts	% of Total Enrollment	Total Enrollment	Total Dropouts	% of Total Enrollment
1	63,661	2,093	3.28	39,906	1,751	4.38	23,755	342	1.43
2	59,219	944	1.59	36,499	782	2.14	22,720	162	.71
3	56,869	892	1.56	35,020	757	2.16	21,849	135	.61
4	56,313	970	1.72	34,635	828	2.39	21,678	142	.65
5	54,909	1,066	1.94	33,615	891	2.65	21,294	175	.82
6	52,748	1,069	2.02	32,099	834	2.59	20,649	235	1.13
7	54,156	2,084	3.84	33,015	1,570	4.75	21,141	514	2.43
8	48,879	1,990	4.07	29,180	1,440	4.93	19,699	550	2.79
9	46,277	2,552	5.51	27,390	1,750	6.38	18,887	802	4.24
10	40,698	2,499	6.14	24,011	1,704	7.09	16,687	795	4.76
11	34,361	1,993	5.80	20,158	1,285	6.37	14,203	708	4.98
12	30,402	1,296	4.26	17,475	874	5.00	12,927	422	3.26
Special Education	2,613	241	9.22	1,367	140	10.20	1,246	101	8.10
Total	601,129	19,689	3.27	364,370	14,606	4.00	236,735	5,083	2.14

Table 4

Graduates From Title I Project High Schools
Continuing Education Beyond High School Compared
With State Norm

	1963-1964			1964-1965			1965-1966			1966-1967		
	All Schools	Title I Schools	Other Schools	All Schools	Title I Schools	Other Schools	All Schools	Title I Schools	Other Schools	All Schools	Title I Schools	Other Schools
Total Number of Graduates	24,043	9,499	14,544	27,476	10,516	16,960	28,311	14,734	14,043	27,705	14,876	12,829
Number of Schools	446	219	227	439	216	223	461	231	230	460	260	200
Mean Size of Graduating Class	53.9	43.3	64.0	62.5	48.6	76.0	61.0	63.7	61.0	60.2	57.2	64.1
Number of Graduates Continuing Education	12,818	4,007	8,811	15,561	4,785	10,776	16,349	7,130	9,219	16,069	7,457	8,612

In Mississippi, all Titie I schools have 1/3 or more of the student enrollment participating in one or more activities.

Table 5A

Grade 2

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
GROUPS TAKING PRE AND/OR POST-TESTS

Name of Test	Month & Year Administered	Form	Number of Students	25th Percentile or Below	26th to 50th Percentile	51st to 75th Percentile	75th Percentile and Above
Pre-Test Score Results							
SRA Achievement	9-66	C	544	183	159	131	71
Post-Test Score Results							
SRA Achievement	4-67	D	544	170	155	152	67

Table 5B

Grade 4

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
GROUPS TAKING PRE AND/POST-TESTS

Name of Test	Month & Year Administered	Form	Number of Students	25th Percentile or Below	26th to 50th Percentile	51st to 75th Percentile	75th Percentile and Above
Pre-Test Score Results							
California Achievement Test	9-66	W	596	200	182	146	68
Post-Test Score Results							
California Achievement Test	4-67	D	596	179	189	158	70

Table 5C

Grade 6

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
GROUPS TAKING PRE AND/OR POST-TESTS

Name of Test	Month & Year Administered	Form	Number of Students	25th Percentile or Below	26th to 50th Percentile	51st to 75th Percentile	75th Percentile and Above
Pre-Test Score Results							
Metropolitan Achievement	9-66	A	822	587	184	37	14
Post-Test Score Results							
Metropolitan Achievement	4-67	A	822	482	243	76	21

Table 50

Grade 8

STANDARDIZED TEST RESULTS, TITLE I (ESEA) 1966-67
GROUPS TAKING PRE AND/OR POST-TESTS

Name of Test	Month & Year Administered	Form	Number of Students	25th Percentile or Below	26th to 50th Percentile	51st to 75th Percentile	75th Percentile and Above
Pre-Test Score Results							
Gray-Votaw-Rogers	5-66	A	933	700	139	80	14
Post-Test Score Results							
Gray-Votaw-Rogers	4-67	B	933	444	352	96	41

SECTION 3

STATISTICAL DATA

STATISTICS RELATIVE TO TITLE I PROGRAMS

	1965-66	1966-67
Number of districts participating	128	147
Largest number of schools participating in one district	17	19
Smallest number of schools participating in one district	1	1
Total number of schools participating	452	558
High Schools participating (many accomodate grades 1-12)	216	260
Elementary Schools participating	236	298
Total number of approved projects	305	150
Average number per district	2.38	1
Total funds committed to districts	21,566,993.35	23,198,256.00
Average per district	168,492.13	157,811.26
Average per school	47,714.58	41,502.25
Average per project	70,711.45	154,655.04
Average per pupil	83.56	63.66
Largest project funded	722,715.60	711,987.00
Smallest project funded	1,727.09	6,254.00
Unduplicated count of pupils participating	258,087	364,370
Largest number participating in one district	16,494	16,633
Smallest number participating in one district	75	30

Table 6

The following compilations reflects the progress of projects. Many of the projects contained several activities. This represents 100% of the projects in effect during FY 67.

School Level	PRIMARY OBJECTIVE			SECONDARY OBJECTIVE		
	Substantial Progress Achieved	Some Progress Achieved	Little or No Progress Achieved	Substantial Progress Achieved	Some Progress Achieved	Little or No Progress Achieved
Pre-School	6	2	3	6	3	1
Grades 1 - 3	65	72	10	52	66	2
Grades 4 - 6	64	70	7	54	68	2
Grades 7 - 9	40	77	13	45	69	6
Grades 10 - 12	42	66	11	38	65	6

IN-SERVICE TRAINING OF STAFF

Table 7

School or Agency _____

Address _____

_____ No In-Service Program Provided

Instructions: Unless otherwise indicated answer with a check mark the appropriate item or items in each column. If no In-Service Training was provided in any project simply mark No X as appropriate.

Project Title / Project Number	Nature of In-Service Training					Participation			Conduction						Evaluation as to In-Service Contribution			Cost of In-Service Program	
	Use of Equipment	Improvement Teaching Techniques	Use of Materials	Improvement Teaching Methods	Other (Identify)	Number of Teachers	Number of Hours	Number of Other Staff	By Local Staff	University, College Personnel	Consultant of Commercial Concern	Local Area	College Campus		Substantial	Some	Little or None	Total Amount	None
	88					7,895													
	83					315,800	Teachers												
	82					11,808	Other Staff												
	73					492													
						68													
						57													
						99													
						51													
						20													
						69													
						38													
						1													
																		$322,600.00	
						40													

Total Hours In-Service Training

Table 8

NEW PERSONNEL TITLE I

School or Agency _____

Address _____

Reflect on this table only new personnel employed as a result of Title I. One exception would be the transfer of a staff member to Title I from another assignment provided a replacement was employed by the local agency to fill the vacated spot. Ordinarily summer personnel would not be considered new personnel, unless the local agency employed staff to fill new positions in the Title I program. (For 1966-1967 School Year only.)

	Elementary	Secondary	More Than Half-Time	Half-Time or Less	Total
Teaching Assignment	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
Pre-School	14	XXXXXXXXXXXXXXXXXX	12	2	14
Remedial Reading Language Arts	112	19	125	6	131
Speech Correctionist	15	2	15	2	17
Mentally Retarded	18	2	20		20
General Classroom Teachers	258	114	338	34	372
Non-Teaching Assignment	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
Teacher Aides	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	193	32	225
Librarians	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	42	15	57
Administration Supervision	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	56	69	125
Clerical	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	81	40	121
Counseling	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	25	14	39
Social Work	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	16		16
Attendance	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	5	1	6
Nurse	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	23		23
Custodial	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	85	42	127
Lunch Room Worker	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	20	8	28
Other	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	16	8	24
Total	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	1,072	273	1,345

Table 9

TOTAL PERSONNEL TITLE I

School or Agency_____

Address_____

Reflect on this table only personnel employed as a result of Title I and for whom budgetary provisions have been made in the project. (Personnel who are paid from project funds.)

	Elementary	Secondary	More Than Half-Time	Half-Time or Less	Total
Teaching Assignment	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
Pre-School	68	XXXXXXXXXXXXXXXXXX	64	4	68
Remedial Reading Language Arts	186	32	189	29	218
Speech Correctionist	21	6	22	5	27
Mentally Retarded	23	2	22	3	25
General Classroom Teachers	719	246	910	55	965
Non-Teaching Assignment	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
Teacher Aides	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	235	62	297
Librarians	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	61	32	93
Administration Supervision	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	140	175	315
Clerical	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	151	142	293
Counseling	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	58	38	96
Social Work	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	18	4	22
Attendance	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	10	12	22
Nurse	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	21	3	24
Custodial	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	109	113	222
Lunch Room Worker	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	33	25	58
Other	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	49	32	81
Total	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	2,092	734	2,826

Table 10

PERSONNEL INVOLVED IN TITLE I PROGRAM

School or Agency _____

Address _____

Reflect on this table all personnel involved in the Title I program. These totals would include regular staff of participating schools, both teaching and non-teaching, plus all personnel who have been added since the advent of Title I as a supporting element of the project(s). In the event there are non-paid volunteers participating please enumerate these and reflect the total in the "Other" category.

	Elementary	Secondary	More Than Half-Time	Half-Time or Less	Total
Teaching Assignment	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
Pre-School	50	XXXXXXXXXXXXXXXXXX	50		50
Remedial Reading Language Arts	291	40	269	62	331
Speech Correctionist	27	2	20	9	29
Mentally Retarded	38	5	38	5	43
General Classroom Teachers	6,190	3,601	9,142	649	9,791
Non-Teaching Assignment	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXX
Teacher Aides	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	403	63	466
Librarians	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	185	71	256
Administration Supervision	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	502	171	673
Clerical	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	319	193	512
Counseling	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	103	69	172
Social Work	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	25	3	28
Attendance	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	10	23	33
Nurse	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	74	3	77
Custodial	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	523	183	706
Lunch Room Worker	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	822	72	894
Other	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	88	32	120
Total	XXXXXXXXXXXXXXXXXX	XXXXXXXXXXXXXXXXXX	12,573	1,608	14,181

Table II

Indicate in this table the type housing utilized to alleviate space problems and the area in which the space was used. A state-wide study will give some indication as to the total number of classrooms and other space need areas being supplied directly by Title I. In this table reflect only that which has been provided through Title I.

Examples:

1. In the event a double portable unit is being used with one section utilized as a classroom and the other section utilized as a materials center, reflect this on the table by marking one (1) under portable unit by classroom and one (1) under portable unit by materials center.

2. In the case of permanent construction of a shop facility having two (2) classrooms mark appropriately according to use. If one room is used for Industrial Arts mark under permanent construction a one (1) by this area. If the second room is for vocational shop mark a one (1) accordingly.

	Permanent Construction	Portable, Mobile Units	Lease or Rent
Classrooms (Instructional)	72	334	
Office Space	15	8	1
Materials Center	10	41	7
Lunchroom (Dining Area)	2	7	
Library	13	16	
Business Education		7	
Industrial Arts	3	8	
Vocational (Shop)	9		
Other (Specify use)	4	28	1
Total	123	449	9